



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 10651858  
SAU: Gorham School Department  
School: Gorham Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

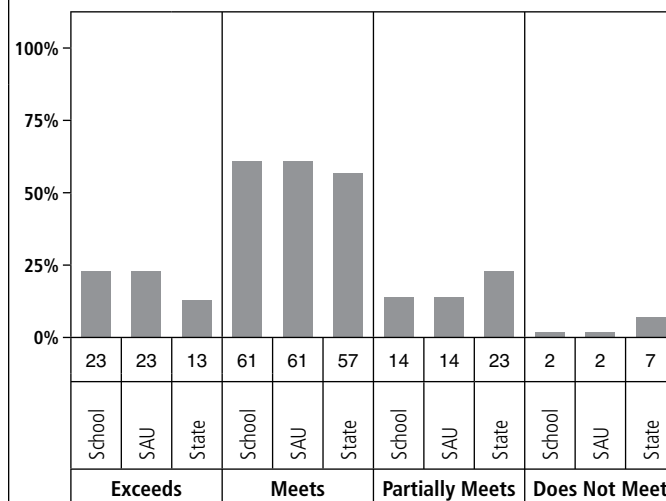
SAU: Gorham School Department

School: Gorham Middle School

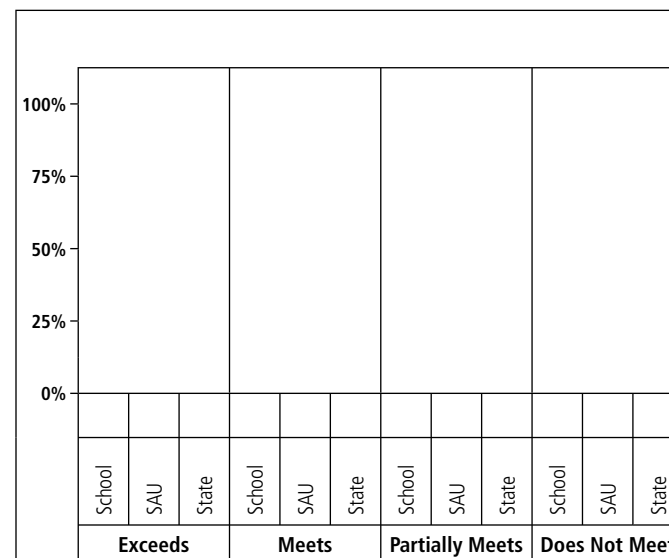
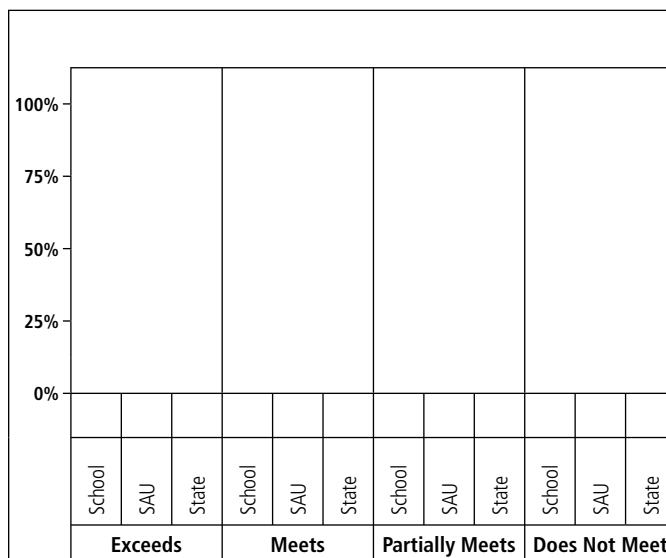
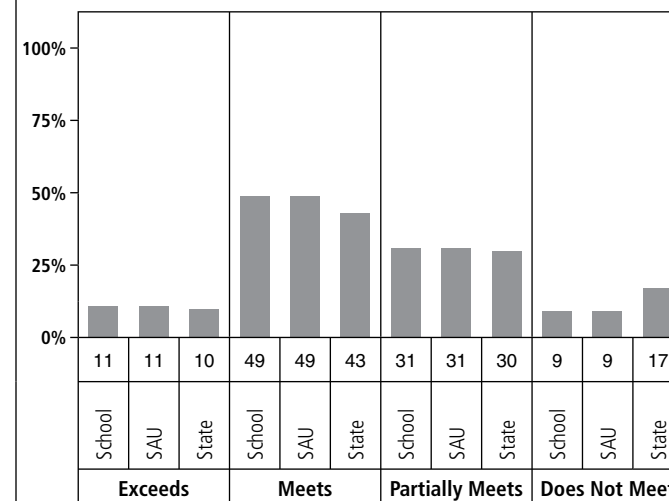
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	648	648	644
2006–2007	648	648	646
<b>2007–2008</b>	<b>653</b>	<b>653</b>	<b>648</b>
Cum. Avg. *	650	650	646
<b>Mathematics</b>			
2005–2006	645	645	641
2006–2007	647	647	643
<b>2007–2008</b>	<b>645</b>	<b>645</b>	<b>642</b>
Cum. Avg. *	646	646	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Gorham School Department  
School: Gorham Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	227	100	228	100	14365	100	226	100	227	100	14266	99	226	100	227	100	14268	99												
Ethnicity African American/Black	1	0	1	0	418	3	1	100	1	100	407	97	1	100	1	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	1	0	1	0	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	1	0	1	0	149	1	1	100	1	100	147	99	1	100	1	100	147	99												
Caucasian/White	224	99	225	99	13438	94	223	100	224	100	13353	100	223	100	224	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	27	12	28	12	2518	18	27	100	28	100	2479	99	27	100	28	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	31	14	31	14	5335	37	31	100	31	100	5277	99	31	100	31	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	200	88	200	88	11613	81	200	88	200	88	11626	81												
Identified disability (PET/IEP)	4	2	4	2	373	3	4	2	4	2	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	1	1	1	1	149	1	1	1	1	1	150	1												
<b>Participation with accommodations</b>	22	10	22	10	2451	17	22	10	22	10	2446	17												
Identified disability (PET/IEP)	19	86	19	86	1909	78	19	86	19	86	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	2	9	2	9	85	3	2	9	2	9	84	3												
Other	1	5	1	5	350	14	1	5	1	5	335	14												
<b>Participation through alternate assessment (PAAP)</b>	4	2	5	2	197	1	4	2	5	2	196	1												
Identified disability (PET/IEP)	4	100	5	100	197	100	4	100	5	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	1	0	1	0	75	1	1	0	1	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Gorham School Department
School:	Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	19	9	19	9	1176	8
	2006-2007	19	9	19	9	1132	8
	<b>2007-2008</b>	<b>50</b>	<b>23</b>	<b>50</b>	<b>23</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	88	14	88	14	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	126	62	125	62	7612	51
	2006-2007	143	66	143	66	8127	57
	<b>2007-2008</b>	<b>136</b>	<b>61</b>	<b>136</b>	<b>61</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	405	63	404	63	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	43	21	43	21	4080	27
	2006-2007	44	20	44	20	3549	25
	<b>2007-2008</b>	<b>32</b>	<b>14</b>	<b>32</b>	<b>14</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	119	19	119	19	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	14	7	14	7	2005	13
	2006-2007	12	6	12	6	1478	10
	<b>2007-2008</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>981</b>	<b>7</b>
	Cum. Total*	30	5	30	5	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	36.6	65.4	36.6	65.4	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	18.1	64.6	18.1	64.6	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.5	66.1	18.5	66.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Gorham School Department  
 School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	222	50	23	136	61	32	14	4	2	653	222	23	61	14	2	653	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	219	50	23	135	62	30	14	4	2	653	219	23	62	14	2	653	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	1	4	8	35	10	43	4	17	641	23	4	35	43	17	641	2282	2	29	42	27	636
No	199	49	25	128	64	22	11	0	0	655	199	25	64	11	0	655	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	222	50	23	136	61	32	14	4	2	653	222	23	61	14	2	653	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	29	2	7	17	59	9	31	1	3	648	29	7	59	31	3	648	5153	6	51	31	12	643
No	193	48	25	119	62	23	12	3	2	654	193	25	62	12	2	654	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	222	50	23	136	61	32	14	4	2	653	222	23	61	14	2	653	14057	13	57	23	7	648
<b>Gender</b>																						
Female	103	28	27	62	60	13	13	0	0	655	103	27	60	13	0	655	6967	16	59	20	5	650
Male	119	22	18	74	62	19	16	4	3	652	119	18	62	16	3	652	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	1	7	6	43	6	43	1	7	643	14	7	43	43	7	643	1186	6	41	42	11	642
No	208	49	24	130	63	26	13	3	1	654	208	24	63	13	1	654	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	13	8	62	5	38	0	0	0	0	663	13	62	38	0	0	663	557	50	48	2	0	661
No	209	42	20	131	63	32	15	4	2	653	209	20	63	15	2	653	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Gorham School Department

School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	1	20	2	40	1	20	1	20	647	2	20	40	20	20	647	6	7	43	30	20	641
B. less than one hour	53	25	21	71	61	18	15	3	3	653	53	21	61	15	3	653	56	13	58	23	6	648
C. one to two hours	43	23	24	59	63	12	13	0	0	654	43	24	63	13	0	654	34	15	60	20	5	649
D. more than two hours	2	1	20	3	60	1	20	0	0	650	2	20	60	20	0	650	3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	46	30	30	62	61	7	7	2	2	656	46	30	61	7	2	656	40	17	60	19	5	650
B. They match some of what I have learned.	48	19	18	68	64	18	17	1	1	652	48	18	64	17	1	652	48	12	59	23	6	648
C. They match just a little of what I have learned.	5	1	9	4	36	5	45	1	9	643	5	9	36	45	9	643	9	7	45	34	15	643
D. There is no match.	0	0	0	0	0	1	100	0	0	640	0	0	0	100	0	640	3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	29	43	38	56	0	0	1	1	659	31	43	56	0	1	659	28	26	58	11	4	653
B. good	56	21	17	78	63	23	19	2	2	652	56	17	63	19	2	652	54	9	61	24	6	647
C. fair	10	0	0	16	70	6	26	1	4	647	10	0	70	26	4	647	16	3	48	37	13	642
D. poor	3	0	0	3	50	3	50	0	0	645	3	0	50	50	0	645	2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	3	10	20	67	7	23	0	0	650	14	10	67	23	0	650	15	10	48	27	15	644
B. about the same as my regular schoolwork	74	40	25	97	60	21	13	3	2	654	74	25	60	13	2	654	66	13	59	22	5	649
C. easier than my regular schoolwork	12	7	27	17	65	1	4	1	4	654	12	27	65	4	4	654	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	7	47	6	40	2	13	643	7	0	47	40	13	643	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	57	21	17	80	65	20	16	2	2	652	57	17	65	16	2	652	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	36	29	38	43	57	4	5	0	0	658	36	38	57	5	0	658	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	41	21	24	51	57	15	17	2	2	653	41	24	57	17	2	653	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	57	27	22	82	66	13	10	2	2	654	57	22	66	10	2	654	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	2	2	40	1	20	2	40	0	0	653	2	40	20	40	0	653	3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	14	12	39	15	48	2	6	2	6	657	14	39	48	6	6	657	19	19	58	17	6	651
B. 20 minutes to an hour	61	30	22	86	64	18	13	1	1	653	61	22	64	13	1	653	51	15	60	20	5	649
C. less than 20 minutes	11	5	21	16	67	2	8	1	4	654	11	21	67	8	4	654	12	9	56	26	9	646
D. I rarely read at home.	14	3	10	18	58	10	32	0	0	649	14	10	58	32	0	649	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	67	0	0	0	0	1	50	1	50	634	67	0	0	50	50	634						
C.	33	0	0	0	0	0	0	1	100	628	33	0	0	0	100	628						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Gorham School Department  
School: Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	31	15	31	15	1463	10
	2006-2007	47	22	47	22	2092	15
	<b>2007-2008</b>	<b>25</b>	<b>11</b>	<b>25</b>	<b>11</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	103	16	103	16	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	94	47	93	46	5914	40
	2006-2007	80	37	80	37	5731	40
	<b>2007-2008</b>	<b>108</b>	<b>49</b>	<b>108</b>	<b>49</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	282	44	281	44	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	42	21	42	21	4494	30
	2006-2007	65	30	65	30	4175	29
	<b>2007-2008</b>	<b>68</b>	<b>31</b>	<b>68</b>	<b>31</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	175	27	175	27	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	35	17	35	17	3014	20
	2006-2007	26	12	26	12	2308	16
	<b>2007-2008</b>	<b>21</b>	<b>9</b>	<b>21</b>	<b>9</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	82	13	82	13	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.7	51.1	9.7	51.1	9.6	50.5
Cluster 2: Shape and Size	15	27	9.1	60.7	9.1	60.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.7	67.1	4.7	67.1	4.2	60.0
Cluster 4: Patterns	15	27	8.1	54.0	8.1	54.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Gorham School Department  
 School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	222	25	11	108	49	68	31	21	9	645	222	11	49	31	9	645	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	219	25	11	106	48	68	31	20	9	646	219	11	48	31	9	646	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	6	26	5	22	12	52	628	23	0	26	22	52	628	2283	2	18	31	49	627
No	199	25	13	102	51	63	32	9	5	647	199	13	51	32	5	647	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	222	25	11	108	49	68	31	21	9	645	222	11	49	31	9	645	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	29	0	0	14	48	12	41	3	10	639	29	0	48	41	10	639	5160	4	34	36	26	636
No	193	25	13	94	49	56	29	18	9	646	193	13	49	29	9	646	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	222	25	11	108	49	68	31	21	9	645	222	11	49	31	9	645	14065	10	43	30	17	642
<b>Gender</b>																						
Female	103	11	11	48	47	37	36	7	7	645	103	11	47	36	7	645	6974	10	43	31	16	642
Male	119	14	12	60	50	31	26	14	12	645	119	12	50	26	12	645	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	2	14	7	50	5	36	630	14	0	14	50	36	630	1192	4	23	43	30	634
No	208	25	12	106	51	61	29	16	8	646	208	12	51	29	8	646	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	13	9	69	4	31	0	0	0	0	666	13	69	31	0	0	666	557	53	42	4	0	663
No	209	16	8	104	50	68	33	21	10	644	209	8	50	33	10	644	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Gorham School Department

School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	1	20	2	40	1	20	1	20	646	2	20	40	20	20	646	6	6	33	31	31	635
B. less than one hour	53	13	11	58	50	34	29	12	10	645	53	11	50	29	10	645	56	11	43	30	16	643
C. one to two hours	43	11	12	46	49	30	32	7	7	646	43	12	49	32	7	646	34	11	45	30	14	644
D. more than two hours	2	0	0	2	40	2	40	1	20	639	2	0	40	40	20	639	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	38	17	20	44	53	19	23	3	4	651	38	20	53	23	4	651	45	14	47	28	11	646
B. They match some of what I have learned.	54	8	7	58	48	41	34	13	11	643	54	7	48	34	11	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	7	0	0	5	31	6	38	5	31	632	7	0	31	38	31	632	9	6	30	33	32	635
D. There is no match.	1	0	0	1	50	1	50	0	0	642	1	0	50	50	0	642	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	25	12	22	36	65	6	11	1	2	654	25	22	65	11	2	654	29	24	51	17	8	651
B. good	56	12	10	60	48	39	31	13	10	645	56	10	48	31	10	645	48	6	45	33	16	641
C. fair	18	0	0	11	28	21	54	7	18	636	18	0	28	54	18	636	19	1	29	42	28	634
D. poor	1	0	0	1	33	2	67	0	0	636	1	0	33	67	0	636	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	27	3	5	26	44	22	37	8	14	642	27	5	44	37	14	642	24	5	38	33	24	638
B. about the same as my regular schoolwork	64	17	12	72	51	40	28	12	9	646	64	12	51	28	9	646	62	9	45	31	14	643
C. easier than my regular schoolwork	10	4	19	10	48	6	29	1	5	649	10	19	48	29	5	649	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	43	12	13	43	45	32	33	9	9	645	43	13	45	33	9	645	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	54	13	11	63	53	34	28	10	8	646	54	11	53	28	8	646	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	2	40	2	40	1	20	636	2	0	40	40	20	636	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	11	2	8	11	46	10	42	1	4	642	11	8	46	42	4	642	17	8	39	30	22	639
B. two or three days a week	41	12	13	43	47	24	26	12	13	646	41	13	47	26	13	646	34	11	44	31	14	643
C. two or three times each month	36	6	8	45	56	23	29	6	8	646	36	8	56	29	8	646	31	12	44	29	15	644
D. never or almost never	12	5	19	9	35	11	42	1	4	647	12	19	35	42	4	647	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0	0	0	0	0	0	0	1	100	600	0	0	0	0	100	600	11	11	37	29	23	641
B. two or three days a week	10	3	14	9	41	3	14	7	32	641	10	14	41	14	32	641	32	11	44	30	15	643
C. two or three times each month	38	10	12	41	48	27	32	7	8	647	38	12	48	32	8	647	32	11	45	30	15	643
D. never or almost never	51	12	11	58	51	38	33	6	5	646	51	11	51	33	5	646	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	3	1	17	0	0	3	50	2	33	634	3	17	0	50	33	634	7	6	29	33	32	635
B. 30–45 minutes	26	3	5	28	49	14	25	12	21	641	26	5	49	25	21	641	37	8	39	34	20	640
C. 45–60 minutes	69	21	14	78	52	46	30	6	4	648	69	14	52	30	4	648	42	13	47	28	12	645
D. more than 60 minutes	2	0	0	0	0	3	75	1	25	629	2	0	0	75	25	629	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	67	0	0	0	0	1	50	1	50	624	67	0	0	50	50	624						
C.	33	0	0	0	0	0	0	1	100	618	33	0	0	0	100	618						
D.	0										0											

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N = Number